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ABSTRACT

The Commonwealth Higher Education Support Scheme (CHESS) 1996 workshop was designed to facilitate the development of women managers and leaders in the universities of the British Commonwealth. The management of change by women leaders in higher education was especially emphasized. The 36 participants represented 16 countries and were senior managers and trainers responsible for staff development within their institutions. Managers were advised to be cognizant of the structural and legal processes of change, as well as personal and sociocultural components. Workshop speeches and newly developed training modules focused on three areas: women in leadership positions in higher education, women and research, and women and university governance. Uses of the training materials were identified, including adaptations for different cultures. The research module considered developing staff members' capacity to plan and undertake research, work collaboratively on a research team, and write and publish. The governance module considered how universities are governed and how university legislation is developed, as well as ways to develop mentoring and networking schemes. Background information on the workshop is included, along with some results of a workshop evaluation, and specific outcomes of the workshop. The workshop program and a list workshop participants are appended. (SW)

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AND

THE AFRICAN GENDER INSTITUTE

Women and Management in Higher Education

SECOND CHESS WORKSHOP

Cape Town, May 27-31, 1996

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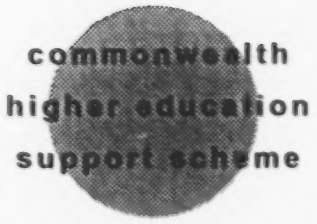

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Table of Contents

1.	**Concept and Structure of the Workshop**	1
2.	**Organization**	3
2.1	Division of Responsibilities	3
2.2	Programme	3
2.3	Venue and Facilities	4
2.4	Support	4
3.	**Workshop Proceedings**	5
3.1	Keynote address and Panel Discussion	5
3.2	Women in Leadership Positions in Higher Education	5
3.3	Women and Research	6
3.4	Women and University Governance	7
4.	**Workshop Evaluation**	8
5.	**Outcomes**	9
6.	**Recommendations for Future Development**	9
Appendix A		10
Appendix B		14

1. Concept and Structure of the Workshop

The 1996 Commonwealth Higher Education Support Scheme (CHESS) Workshop was held at the University of Cape Town, South Africa, in May 1996. The Workshop built upon a foundation of previous workshops, resource materials, policies and plans which had been developed over the last decade.

Most recently, The Commonwealth Plan of Action on Gender and Development was presented to the World Conference on Women in Beijing, and was endorsed by the Commonwealth Heads of Government meeting in Auckland, New Zealand. The gender and development approach seeks to integrate women's needs into the wider picture, emphasising the need to monitor the different impact of policies and programmes on women and men, girls and boys, as well as considering the different life courses of women and men. All Commonwealth activities are required to be gender sensitive, considering the status of both sexes. Implementation of the plan is to be assisted by the Commonwealth countries through strengthening institutional capacities and mainstreaming gender issues into all policies.

The Commonwealth Higher Education Support Scheme (CHESS) was established by Commonwealth Ministers of Education in 1990, to improve the quality of higher education delivery in the Commonwealth. CHESS identified three issued to focus upon: the provision of support for developing country universities in the supply of books, journals and library materials; the improvement of higher education management, and the promotion of staff development.

The improved recruitment of women into all levels of higher education needs to be seen as integral to the overall development of institutions in terms of both equity and quality. Women are grossly under-represented in higher education management. A recent UNESCO-Commonwealth report on women in higher education management reports "the global picture is one of men outnumbering women at about five to one at middle management level, and at about twenty to one at senior management level.....Women deans and professors are a minority group and women vice-chancellors and presidents are still a rarity".[1]

To address these issues, the Commonwealth Secretariat initiated a Women in Higher Education Programme, for which the Association of Commonwealth Universities acts as implementing agency. The objectives of the ACU-CHESS programme for higher education institutions in the Commonwealth are: the improve the management of higher education, to increase the effectiveness of women administrators, to develop training strategies and materials for women in higher education that may be adapted for use in the various Commonwealth regions; to provide training opportunities and support for the development of indigenous trainers and consultants, and to assist in the development of a Commonwealth-wide network to provide mutual professional and moral support.

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[1] Dines, Elizabeth "Women in Higher Education Management", Commonwealth Secretariat and United Nations Educational, Scientific and Cultural Organization, 1993.

The 1996 Workshop was the second international workshop auspiced under CHESS. This Workshop was part of a programme to provide training for women academics and administrators, a programme regarded as a priority area because it addressed two of the three focal areas in CHESS - management and staff development, and focused upon two crucial needs - the identification and development of a group of core trainers across the Commonwealth, who can network with each other and provide leadership in future training activities and initiatives, and to provide reliable and user-friendly training materials which can be used by trainers from many countries and higher education institutions.

Earlier regional conferences, and the first (1995) International Workshop held in Port Moresby, provided valuable material and guidance. Previous outcomes from the ACU-CHESS programme include development of a Master degree for women in Higher Education Management at the University of London; a three way link between the Universities of Adelaide, the West Indies, and SNDT (Bombay); an informal network of concerned women in higher education; a body of training materials; and a group of experienced women managers, writers and trainers.

The 1996 Workshop brought together senior women managers and trainers responsible for staff training and development within their institutions. Participants were expected to be knowledgeable about staff development for women. Attendance was by invitation from the Commonwealth Secretariat, and participants and contributors comprised mainly senior level University women with a responsibility for or involvement in staff training and development, drawn for Commonwealth countries around the world. The thirty-six participants came from Australia, Britain, Cameroon, Fiji, Ghana, Kenya, India, Malaysia, Pakistan, Papua New Guinea, South Africa, Sri Lanka, Swaziland, West Indies, and Zimbabwe, A list of participants is at Appendix A.

The objective of the workshop was to provide women with the skills and resources needed to facilitate the development of women managers and leaders in Commonwealth Universities, with particular emphasis on the management of change. The Workshop concentrated on examining materials and modules for training, the materials being based on themes developed from previous CHESS Workshops. The specific outcomes expected from the Workshop were; three training modules for women managers in higher education, to be published as part of a series of training modules; the generation of institutional, national and regional level training activity; raising of awareness among women of the issues pertaining to the management of change; and further development of the network of Commonwealth women in higher education.

Each day of the Workshop was devoted to working on a major management development topic, with the objective of training and finalising the resource materials prior to publication. A Plenary Session each day drew out the main issues for the topic of the day.

2. Organisation

2.1 Division of Responsibilities

The major responsibilities for the workshop were divided three ways. The Education Department of the Commonwealth Secretariat had overall responsibility for the Workshop, identified the majority of the Workshop contributor/participants, sought and obtained funding for their attendance, and advised on travel and visa arrangements. The Education Department also previously commissioned some of the resource materials for the modules upon which the Workshop was based, and printed and distributed the draft Workshop papers.

The African Gender Institute (AGI) at the University of Cape Town, assumed responsibility for the provision of accommodation, transport, institutional visits, and facilities. The Workshop was held at AGI. The group also organised an active social programme to allow participants to 'get a feeling' for South Africa.

The Department of Social and Cultural Studies at the Victoria University, Melbourne Australia, was responsible for the Workshop programme, the recruitment of appropriate speakers, the identification of workshops related to the main workshop themes and leaders for those workshops, the commissioning of resource materials, and the preliminary preparation of the draft workshop papers, for printing.

2.2 Programme

The Workshop was arranged around a series of topics relevant to women managers and leaders: leadership (days one and two), research (days three and four), university governance (day five). The over arching themes of women in leadership positions and the management of change, were presented intensively on the first two days, and other topics related back to those themes in the Plenary Session each day.

The Opening Address and the following Panel Discussion on the first day of the Workshop set the theme for the week: women managing change as leaders in higher education.

In the following days, each topic was presented by a Keynote Speaker who presented the Training Module which had been commissioned. Immediately after the presentation, two smaller discussion groups addressed issues raised in each Module. Each of these Workshops was chaired by a facilitator with expertise in the topic being discussed. Discussions were reported back to the daily Plenary Session by rapportteurs from each workshop.

Supporting materials - cases, workshops, research papers and case studies - for each Module were presented and discussed after the Discussion Group Sessions. In most cases, these were presented by the writers.

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A Plenary Session for each theme drew together the main discussion points from each activity, and provided an overview for future development. Discussions were also held on more general issues such as future regional workshops, and publication of the Modules.

Appendix B shows the Workshop programme and the programme of Module presentations, supporting discussion sessions and workshops, and plenary sessions. Minor time changes were made to accommodate some social activities - a tour of the Cape of Good Hope, and a visit to the Women's College, an innovative non-government Organization providing further education and life-skills programmes for women.

2.3 Venue and Facilities

Conference participants were accommodated at the Holiday Inn - Garden City, Claremont. Daily buses provided transport to the AGI. Office accommodation and equipment such as computers, fax and telephone were provided by AGI, which also provided administrative and catering support for the Workshop. The Commonwealth Secretariat hosted the Conference Dinner on Thursday May 30, 1996

2.4 Support

In addition to the financial and practical support mentioned in section 2.1 many others contributed to the success of the 1996 Workshop.

Financial support was generously contributed to the Workshop by UNESCO, the British Council, the Rockefellar Foundation. The Association of Commonwealth Universities, the Forum for African Women Educationalists (FAWE), and the Management and Technical Services Division, Commonwealth Secretariat. Various universities and other employers contributed towards the costs of sending a participant to the Workshop.

Finally, the Workshop participants gave most willingly of their time and expertise.

Without the support of these many sponsors and participants, it would not have been possible to offer the 1996 Workshop.

3. Workshop Proceedings

The Workshop Proceedings focused on three main topics for management development fort women, viz. leadership, research and university governance. Substantial and comprehensive discussions centred about each topic, and how the proposed modules and supporting materials would best provide management development activities and programmes for women in Commonwealth universities.

3.1 Keynote address and panel discussion

The keynote address and panel discussion were used to set the theme for the following Workshop presentations: women managing change as leaders in higher education.

Change was regarded as multi-faceted and multi-directional, with organisational change in legal terms relatively easy to achieve. A far more difficult task was believed to be the achievement of change in organisational ethos, which is both reflective of and reflected by, personal behaviour, values and beliefs. In other words, change was believed to be achieved more readily in organization and systematic laws and structures (extrinsic change) than at the level of personal values, beliefs, behaviours and attitudes (intrinsic change) which reflect the culture of the wider society. Leaders and managers of change therefore need to be cognizant of not only the structural and legal processes of change, but also the intrinsic personal and socio-cultural processes of change.

In her opening address, Professor Memphele Ramphele spoke of the changes occurring in institutional ethos and culture, as academic leadership moved from 'talented amateur' models to gender equity and transformative models of academic leadership. Panel members spoke of their experiences of change in higher education, the challenges in implementing change, the need for integrity, determination and pragmatism in developing 'a learning organization'.

3.2 Women In Leadership Positions In Higher Education

In her module, Professor Sheryl Bond identified two theoretical perspectives to explain the continuing dearth of women in higher education management. The first perspective is person centered: the paucity of women is attributed to the personal characteristics, attitudes and behavioural skills of the women themselves. The focus is on the individual to adapt herself to the traditional male concept of management within the academy. The second perspective is structure-centered: it is the minority, disadvantaged position of women in the organisational structure which shapes and defines the behaviour of women. The 'problem' lies within the structures, and the remedy lies in fundamental change to eliminate inappropriate discrimination.

Professor Bond considers an 'interactive' effect between gender and structure, and notes that, with few exceptions, current evidence suggests there is no particular leadership style or attribute which can be exclusively associated with a woman or a man. Identifying the factors (such as culture, personality, experience) which nurture leadership potential, provides a way to recognise individual differences, and to increase the potential for effective leadership. She points out that a leader generally possesses three significant personal attributes: "vision (the ability to communicate to others what a destination may look and be like and instil motivation to move towards that destination), voice (the ability to listen to what is both said and not said by members of the group and to express those wants, needs, hopes and fears to others) and credibility (the ability to do what one commits to do). The likelihood that a

personal will have these attributes depends in large measure, on their confidence, competence, capacity, capability, and personal beliefs.

The Module comprises 14 sessions which develop these concepts, and provides relevant training material. Workshop discussions of the Module generated several suggestions about, and examples of how, the material might be used. The issue of adaptation for differing cultures, and how this might be done, received close attention. Underlying assumptions were teased out, and cultural constraints about 'who might be a leader' were addressed. It was suggested that one valuable method of adapting the material, was for institutions or groups of institutions, to develop case studies of successful women.

Discussion also focused upon the dimension of leadership of change. Issues of transition and adapting to change were seen as major challenges almost all leaders had to deal with, although the types of change varied from institution to institution. It was believed that the Module gave a real 'value added' emphasis, and enabled women to consider their leadership role in an objective way.

3.3 Women and Research

The Research Module, prepared by Professor Ingrid Moses, provides ten workshop sessions, and materials which can be used to develop staff members' capacity to undertake research, plan a research project, work collaboratively as part of a research team, and write and publish. It also provides sessions on qualitative and quantitative research, supervising research students, and guidance about how to develop a research ethos in an organization and how research policy and practice may be influenced.

Workshop participants noted that in universities, promotion in academia and into senior university management is very often attached to research. However, there are also many personal rewards in terms of enhanced perspectives and an enhanced lifestyle, for those who foster their own interest in research. Delegates stressed the empowerment, job satisfaction and personal development advantages from undertaking research activities.

Consistent with other Modules and sessions, participants again highlighted the need for great sensitivity to issues of cultural diversity and gender. There was substantial discussion on the mentor relationship in different cultures, with people reflecting upon the difficulty, in a traditional, elder-respecting culture, of evolving from a learner-teacher to a collegial relationship.

The need to make an informed choice about whether one undertakes local/national and development research, or sets one's sights on international work was also discussed.

Delegates commented that the Research Module provided important and relevant material that was useful for both men and women.

3.4 Women and University Governance

This Module was developed by Professor Maureen Atkinson as a strategic response to the fact that women represent an under-used resource in higher education management. Its aim is to assist women to progress to the most senior levels with, where necessary, some chance of changing organisational and system cultures along the way.

Women in higher education need an understanding of how universities are governed and how university legislation is developed. They need to be able to operate effectively within the committee structures common to most universities, and to understand the importance of participating in the processes involved. In doing so, women need to build on their strengths and promote their ideas; only by this means will systems and organisations become more culturally and gender accepting.

The Module provides resource material for ten sessions which are planned to assist women to develop their understanding of higher education governance, and their skills in committee and legislation work, so as to contribute effectively to decision making processes. It also provides guidance and advice about developing mentoring and networking schemes within organisations and countries.

Discussion Groups believed the Module was very useful, and that it highlighted the need for sensitivity to differing levels of governance. The Case Study of the Staffordshire University Mentoring Scheme suggested a model that women in other universities may wish to follow.

The final plenary session of the Workshop provided opportunities for comment upon the Workshop. It was noted that consistent themes arose in all Modules. These themes included:

- all institutions are experiencing change and transformation, and women need to see themselves as part of organisational, system-wide, national and international change processes
- cultural diversity provides richness of texture and experience, and it also exposes the hidden values and assumptions of a given culture
- women are exposed to pressure to conform to cultural stereotypes. Manifestations of this pressure and typecasting vary among cultures, but its effect is to impede women's right of choice
- recognition that women have choices, and bear the consequences of making those choices. For example, one participant noted, "There is always a price to pay for not conforming"
- women are still grappling with the question of gender, and trying to identify the issues specific to women.

4. Workshop Evaluation

A formal workshop evaluation was undertaken. Nine responses were received. Participants also provided verbal comment both during and after the Workshop.

Participants noted as most useful, the sharing of the resource materials and the personal interaction, networking and opportunity to share experience and expertise across diverse cultures. The discussion groups and smaller workshops were viewed as useful because they "raised many issues which could be addressed from many perspectives", although one participant noted that "some cases tried to discuss too many things"

Suggestions for improvements and general comments focused upon the need to make clearer the aims and objectives of the Workshop. It was noted that new participants did not always understand that the Workshop purpose was to assess training materials, rather than to provide training per se.

There was consistent verbal feedback during the Workshop about the need to pay constant attention to cultural diversity, and the need for skilled facilitators for training. One wrote, "facilitators cannot be amateurs". Others commented upon the need to pay continuing attention to processes in workshops and training sessions.

5. Outcomes

The long term objective of the Association of Commonwealth Universities and the Commonwealth Secretariat, is that the full participation of women in higher education management will form part of the mainstream strategic plans of universities across the Commonwealth.

Work in women and management is seen as a priority. The ACU is undertaking a review of equal opportunities practices in Commonwealth universities. It is likely that regional meetings will occur between vice-chancellors, and Commonwealth scholarship awards have as a priority recruitment of women for those awards.

Further progress from this Workshop toward the objective of full participation by women in university management, is expected to occur with the provision of training opportunities and materials at regional and organisational levels, and with the forging and strengthening of links between women's centres and departments of women's and gender studies.

Specific outcomes form the 1996 Workshop include:

5.1 Regional Workshops

Sri Lanka and South Africa have planned regional workshops as a follow-on activity, and other regions agreed to explore the options to do so.

5.2 Institutional Workshops

Participants from a number of universities represented indicated that they plan to use part or all of the Modules to provide training courses at their own universities, and agreed to provide advice to writers about the adaptability of the materials to different organisations and cultures.

5.3 Individuals

Participants were asked to note on the evaluation sheet, what actions they planned to take as a result of the Workshop. Responses included: organising workshops at regional and institutional levels; making materials available to other interested groups; asking institutions to use and adapt material; increasing emphasis on research training; and further development of international networking.

5.4 International Network

The International network linking informed and interested university women across the Commonwealth universities, is seen as one of the major outcomes of this work. The Commonwealth Secretariat requested interested persons to forward their curriculum vitae for the inclusion in the ACU Directory of persons interested in higher education management.

6. Recommendations for Future Development

Modules: It was agreed that the six existing Modules and the supporting material should be finalised for distribution as a series of linked training modules with some cross-referencing of materials. An introduction common to each Module is to be prepared by Professor June Gleeson. The Secretariat agreed to explore the possibility of holding a Writer's Workshop in London in early 1997, to finalise the modules for printing.

Appendix A

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Appendix B

CHESS WORKSHOP
27-31 May 1996

Provisional Timetable

Friday 24 May	
AM	Optional Tours
PM	
Evening	A South African Jazz Evening
Saturday 25 May	
AM	Optional Tours
PM	
Evening	Introduction to University of Cape Town
Sunday 26 May	
AM	Optional Tours
PM	Registration
Evening	Reception at University of Cape Town
Monday 27 May	
9.00 am	Opening Ceremony
10.15 am	Keynote address by Professor Ramphele Women and University Leadership
	Coffee Break
10.45am-Noon	Panel Discussion Experiences of Change Lunch and Formal Welcome - African Gender Institute
1.15pm- 2.30pm	Workshop - Management of Change Julie Roberts
	Coffee Break
3.00pm- 4.00pm	The Realities of Change - Karen Manning
	Coffee Break
4.45pm-5.15pm	Gender and Decision Making - Julie Roberts
5.15pm-5.45pm	Plenary
Evening	*Taking the Plunge*

Tuesday 28 May

9am-10.15am	Women in University Leadership Positions Prof Sheryl Bond - presented by Karen Manning
	Coffee Break
10.45am-noon	Group Discussions 1 & 2
	Light Lunch at Centre for African Studies
1.00pm-2.30pm	#The Malaysian Experience - Dato Asmah Haji Omar
	Coffee Break
3.00pm-4.30pm	#Workshop - Women in Leadership Anne Gold
4.30pm-5.00pm	Women's Access to Technology & Management in Sri Lanka - Mrs C S Karunaratne
5.00pm-5.30pm	Plenary
Evening	Light Supper at Centre for African Studies

Wednesday 29 May

9.00am-10.30am	Women and Research by Professor Ingrid Moses
	Coffee Break
11.00am-noon	Group Discussions 3 & 4
12.30pm	University of Western Cape - Mayebuye Centre
Evening	"*Taking the Plunge*" Africa Cafe

Thursday 30 May

9.00am-10.15am	#Research Case
	Coffee Break
10.45am-noon	#"A Good Woman Lost" by Dr Diana Leonard
Noon	University of Stellenbosch - Visit Wine & Cheese Farm
6.00pm-6.30pm	Research Plenary
6.30pm-7.00pm	"The Next Steps" by Dr Jasbir Singh Light Supper at Centre for African Studies

Friday 31 May

8.30am-9.00am	Women Administrators in Third World Countries Dr Iftekhar Hassan
9.00am-10.30am	University Governance - Ms Maureen Atkinson
	Coffee Break
11.00am-Noon	Group Discussions 5 & 6

1.15pm-2.30pm	#The Pacific Women's Charter by Dr Konai Thaman
	Coffee Break
3.00pm-4.30pm	#University Governance - A Woman's Place Julie Roberts
4.30pm-5.00pm	Plenary
5.00pm-530pm	Close - Dr Jasbir Singh
Evening	CHESS Cultural Evening

Saturday 1 June

am	Optional Tours

Notes

Sessions marked # run twice back to back

Participants divide into groups and attend each activity

Italics show optional social activities

Workshop assisted by

African Gender Institute, University of Cape Town
Association of Commonwealth Universities (ACU)
British Council
Commonwealth Secretariat
Forum for African Women Educationalists (FAWE)
Rockefeller Foundation
UNESCO
Victoria University, Department of Social and Cultural Studies, Melbourne, Australia

Report prepared by Professor June Gleeson, Department of Social and Cultural Studies, Victoria University

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